



CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

PORTFOLIO OF PUBLICATIONS, 2004-05

The California Postsecondary Education Commission is the State's planning, coordinating, and information dissemination agency for higher education.

The Commission publishes reports and studies that provide analyses and policy recommendations to the Governor and the Legislature. The following is a partial listing of Commission publications from January 2004 to present. Additional publications can be found on the Commission's website at www.cpec.ca.gov.

Student Preparation

University Eligibility Study for the Class of 2001. The Postsecondary Education Commission, the California State University, and the University of California conducted a study to estimate the proportion of public high school graduates who meet the admission requirements for the two university systems.

The study found that 34.1% of the high school graduating class of 2001 were eligible for admission to the California State University and 14.2% were eligible for the University of California.

<http://www.cpec.ca.gov/completereports/2005Reports/05-09.pdf>

University Preparedness of Public High School Graduates. This report resulted from the Commission's 2003 Eligibility Study. It described important changes in the academic characteristics of public high school students. The data showed that: (1) a lower proportion of students were enrolling in a-g coursework; (2) a lower proportion of students were taking the SAT I admissions test; (3) SAT I and ACT test performance improved; (4) a higher proportion of students were enrolling in AP courses and taking AP examinations; and (5) a lower proportion of students were passing the AP examination.

<http://www.cpec.ca.gov/completereports/2005Reports/05-05.pdf>

Moving the Goalposts: The Potential Effects of Changes in the University of California's Eligibility Requirements. This study examined potential changes in university eligibility requirements by studying three scenarios that might be used for tightening admission requirements. It found that any tightening of admission standards was likely to have a disproportionate impact on African American and Latino high school graduates.

<http://www.cpec.ca.gov/completereports/2004Reports/04-18.pdf>

University Eligibility Study for the Class of 2003. The Postsecondary Education Commission, the California State University, and the University of California conducted a study to estimate the proportion of public high school graduates who meet the admission requirements for the two university systems.

The study found that 28.8% of the high school graduating class of 2003 was eligible for admission to the California State University and 14.4% were eligible for the University of California. Eligibility rates for African American and Latino graduates have shown significant improvement since the Commission conducted its last study in 1996, but they are still well below the rates for White and Asian students.

<http://www.cpec.ca.gov/completereports/2004Reports/04-05.pdf>

Regional Differences in University Eligibility. This fact sheet discussed data from the Commission's recent eligibility study to determine whether regional variations in eligibility are the result of regional differences in income and school performance, or whether they are driven by genuine cultural or regional differences.

<http://www.cpec.ca.gov/FactSheets/FactSheet2005/FS05-08.pdf>

University Eligibility as a Percentage of all High School Students. This fact sheet combined data on high school graduation rates with the results of the eligibility study to estimate the percentage of all high school students who are eligible for UC and CSU. It showed that university eligibility rates for African American and Latino high school graduates increased substantially between 1996 and 2003. However, because a lower proportion of African American and Latino ninth-graders complete high school and graduate, the gap in access to a university education is wider than indicated by eligibility rates based on high school graduates. The eligibility gap was particularly wide for male students.

<http://www.cpec.ca.gov/FactSheets/FactSheet2005/FS05-04.pdf>

Are they Going? University Enrollment and Eligibility for African Americans and Latinos. This study examined the enrollment and eligibility rates of African American and Latino high school graduates in California. While eligibility rates have increased, enrollment had not. The desired outcome of efforts to broaden access was that students from all ethnic backgrounds were actually entering and completing degrees at public universities. However, recent gains in eligibility have not matched gains in enrollments at UC and CSU.

<http://www.cpec.ca.gov/FactSheets/FactSheet2005/FS05-03.pdf>

Factors Limiting Eligibility for the University of California. This report examined how individual elements of UC's admission requirements prevented high school graduates who met most of the requirements from becoming fully eligible. The report found that the SAT II was the most important limitation on eligibility for graduates who meet most of UC's other requirements.

<http://www.cpec.ca.gov/completereports/2004Reports/OP04-03.pdf>

A Prospectus to Study the Effect of High School Academic Performance Index on University Eligibility. This prospectus discussed the Academic Performance Index (API) as a predictor of a student's eligibility for UC or CSU by using a statistical model. The report also described the correlation between increases in API and eligibility rates of various ethnic groups.

<http://www.cpec.ca.gov/completereports/2005Reports/WP05-06.pdf>

Accountability *Recommendation for a Higher Education Accountability Framework.* This report examined higher education goals and performance indicators found in 30 other states. Based on this review and analysis, the Commission recommended the following five statewide goals for postsecondary education in California: (1) Student Success and Efficiency in Student Progress, (2) Efficiency in Administration, (3) Diversity and Access, (4) Educational Quality, and (5) Public Benefit.

<http://www.cpec.ca.gov/completereports/2005Reports/05-01.pdf>

A Prospectus for Evaluating the Cost-Effectiveness of University Academic Preparation Programs. It has been over eight years since the Commission authored a report on the effectiveness of university academic preparation programs. Since then, funding has been reduced, new programs have been added, and new philosophies have emerged. Based on these facts, this preliminary prospectus suggested that the Commission conduct a comprehensive study to evaluate university academic preparation programs in the future.

<http://www.cpec.ca.gov/completereports/2004Reports/04-14.pdf>

Workforce Preparation *California Baccalaureate Production and Labor Market Demand.* This brief examined the nexus between California public college and university degree and certificate programs and the needs of the state's economy in providing opportunities for students wishing to become qualified for better careers. The comparison showed that about 25% of job openings will require a bachelor's or higher degree, and that the level of bachelor's degree production seemed to be lower than that demanded by the labor market.

<http://www.cpec.ca.gov/FactSheets/FactSheet2005/FS05-06.pdf>

The Nexus Between Postsecondary Education and the Workforce: Next Steps. Commission staff convened a technical advisory committee around the issue of the nexus between postsecondary education and the workforce. The committee is made up of the major workforce agencies, higher education segments, and state agencies. The purpose of the committee was two-fold, first to advise Commission staff in the creation and completion of research questions, and second to increase and improve dialogue among different segments and agencies in California. Staff will produce a series of policy briefs around this topic in 2006.

<http://www.cpec.ca.gov/completereports/2005Reports/OP05-03.pdf>

A Contextual Examination of Education and Workforce Development in California. This brief described the background and context for the interaction

between higher education and workforce development and summarized the various systems and programs involved. It was the first of four briefs on the nexus of education and workforce development.

<http://www.cpec.ca.gov/completereports/2005Reports/WP05-04.pdf>

Developing a System to Compare Degree Production with Labor Market Demand. This update reviewed CPEC staff work on developing a system to compare degree production with job openings in California.

<http://www.cpec.ca.gov/completereports/2005Reports/WP05-03.pdf>

Access ***Student Transfer in California Postsecondary Education.*** This report provided background and summary information on undergraduate student transfer in California's postsecondary education systems. The report discussed the important role transfer plays in California's postsecondary education system, and the many intricacies of the transfer function.

<http://www.cpec.ca.gov/completereports/2005Reports/05-08.pdf>

An Update of the Commission's Community College Enrollment Demand Projections by Region. In response to enrollment demand at the California Community Colleges, the Commission has approved five proposals since 2000 to create new community college campuses and off-campus centers. Among the significant findings of this updated report were the following:

- ♦ Based on current space and utilization standards, the community college system might need to expand physical capacity by as much as 50% by year 2013 in order to fully meet enrollment demand;
- ♦ Although public support for community college capital outlay projects remains high at present, the system is encouraged to explore creative mechanisms to expand access in the absence of brick and mortar.

<http://www.cpec.ca.gov/completereports/2005Reports/05-03.pdf>

Update on Space and Utilization Policies in Higher Education. This report examined higher education space and utilization guidelines both in California and around the nation. It found that the State's current standards are no longer appropriate for determining the need for academic space in its public colleges and universities. The report also concluded that flexible space and utilization guidelines for public postsecondary institutions provide the most efficient and effective approach for meeting the evolving needs of academic programs. This report led to ACR 34, a resolution based on recommendations in the report.

<http://www.cpec.ca.gov/completereports/2004Reports/04-13.asp>

Student Access, Institutional Capacity, and Public Higher Education Enrollment Demand, 2003-2013. This report projected public undergraduate enrollment demand under various economic circumstances for the ten-year period, 2003 to 2010. Also included were analyses related to institutional classroom capacity and instructional marginal cost funding per full-time equivalent student. Among the major findings were the following: (1) undergraduate demand will

increase at a moderate annual rate and will total 2.83 million by year 2013; (2) approximately 741,000 additional students are expected to enroll; and (3) approximately \$3.1 billion more in instructional-related funding will be required. Strategic initiatives are required related to year-around operations, joint facility use, distance learning, and student-learning productivity.

<http://www.cpec.ca.gov/completereports/2004Reports/04-07.pdf>

The Need to Update Space Planning Policies for the California Community Colleges. This fact sheet highlighted the specific facility needs of California's community colleges. State and local administrative regulations such as local building codes and Fire, Life, and Safety (FLS) requirements have substantially increased since the old standards were adopted. In addition, federal regulations – Americans with Disabilities Act (ADA) enacted in 1990 – have changed space requirements in all public facilities in ways not recognized in the State's 1970s-era space policies.

<http://www.cpec.ca.gov/FactSheets/FactSheet2005/FS05-07.pdf>

Deferred Maintenance Needs of California Public Higher Education. This study showed that in the year 2020, the State would need to spend approximately \$1.5 billion annually to maintain and expand public higher education facilities to meet student demand. This fact sheet updated information about the dollar amount of maintenance projects that are currently backlogged or deferred, as reported by the three public higher education systems.

<http://www.cpec.ca.gov/FactSheets/FactSheet2005/FS05-05.pdf>

Presentation on Higher Education Space Planning to the Assembly Select Committee on Growth and Infrastructure Wednesday, October 19, 2005. This testimony addressed facility needs of higher education and estimates of enrollment projections in the future.

<http://www.cpec.ca.gov/completereports/2005Reports/OP05-06.pdf>

Proposed Changes in State Oversight of Private Postsecondary and Vocational Education. This paper presented the history of the oversight of private postsecondary education in California and included a description of recommended changes to the regulatory process. It also contained a listing of reports, reviews, and audits of the Bureau for Private Postsecondary and Vocational Education.

<http://www.cpec.ca.gov/completereports/2005Reports/WP05-05.pdf>

Affordability

Recommendations for Adjusting the Maximum Cal Grant Award at California's Nonpublic Colleges and Universities. This report discussed proposals to adjust the maximum Cal Grant award for students attending California's nonpublic colleges and universities. The Commission agreed with the need to enact a long-term policy for adjusting the maximum award and offered two additional recommendations to address implementation and institutional reporting requirements.

<http://www.cpec.ca.gov/completereports/2005Reports/05-02.pdf>

Student Financial Aid in California Postsecondary Education. This fact sheet provided an overview of financial aid, including increases, source of funds, institutional support and the Cal Grant Program. It showed that financial aid had increased by over 30%, from \$5.9 billion in 1998-99 to \$8.1 billion in 2002-03. It also showed that the Cal Grant Program accounts for about 7% of total funding, that over half of all financial aid comes from the federal government in the form of loans, and that institutional support totals almost three times the level of funding for the Cal Grant Program.

<http://www.cpec.ca.gov/FactSheets/FactSheet2004/FS04-03.pdf>

Student Fee Fact Sheets. These fact sheets addressed both undergraduate and graduate student charges and how they have changed over the past 15 years. The documents provided answers to questions frequently posed by the media, legislative staff, policy makers, and the general public.

<http://www.cpec.ca.gov/FactSheets/FactSheet2005/FS05-01.pdf>

<http://www.cpec.ca.gov/FactSheets/FactSheet2005/FS05-02.pdf>

Financing of Higher Education

Faculty Salaries at California's Public Universities. Each year the Commission reports information on faculty salaries at the California State University and the University of California. The report provided survey data on the increases in salaries that would be necessary for faculty at California universities to achieve parity with faculty at similar universities throughout the nation.

<http://www.cpec.ca.gov/completereports/2005Reports/05-04.pdf>

Executive Compensation in California's Public Colleges and Universities, 2003-04. This annual report described changes in executive compensation in California public colleges and universities between 2002-03 and 2003-04 and provided compensation information at comparable institutions over the last 11 years.

<http://www.cpec.ca.gov/completereports/2004Reports/04-15.pdf>

Fiscal Profiles, 2004. This annual report analyzed statistical information on the financing of California postsecondary education for fiscal years 1965-66 through 2003-04. In addition, information was presented on California's public elementary and secondary education financing and for State government. The Commission compiled this information to provide policy makers with comprehensive data on higher education issues. This document also responded to many higher education financing questions that the Commission receives each year.

<http://www.cpec.ca.gov/completereports/2004Reports/FiscalProfiles2004.asp>

Miscellaneous

The Commission's Student Data System: A Progress Report. This report discussed the Commission's data system and data and analyses available pursuant to AB 1570.

<http://www.cpec.ca.gov/completereports/2005Reports/WP05-07.pdf>

Title IX Athletics Compliance at California's Public High Schools, Community Colleges, and Universities. The Legislature directed the California Postsecondary Education Commission to conduct a study of Title IX compliance in athletics in California's public high schools, community colleges, and universities. This study found that California's public education institutions, overall, are not fully in compliance with Title IX, especially with regard to athletics participation and coaching parity. Based on the findings, this report made recommendations that generally fall into the following four categories: (1) better data collection; (2) increased technical assistance to districts and schools; (3) improved training for school administrators, athletic directors, and coaches; and (4) additional research regarding specific areas of compliance, particularly coaching.

<http://www.cpec.ca.gov/completereports/2004Reports/04-04.pdf>

State Licensure versus Accreditation of Proprietary Schools and Colleges: A Review and Comparison of Roles and Functions. This report reviewed and compared the structure and functions of both the state agency responsible for oversight of private institutions and the non-governmental agencies that accredit many of these schools. Major conclusions included: (a) accreditation provides a mechanism for associations created and funded by institutions to adopt standards and practices by which the institutions essentially "police" themselves; and (2) state standards provide different protections for students and accreditation should not be viewed as an alternative or substitute for the adoption and enforcement of the state standards.

<http://www.cpec.ca.gov/completereports/2004Reports/04-03.pdf>

College Guide

Guide to California Colleges and Universities. The Guide contains detailed information about 144 public colleges and universities, 126 WASC-accredited non-public institutions, and 272 state-approved or exempt private postsecondary and vocational institutions. The Commission periodically publishes a printed version of the Guide, and maintains an up-to-date, searchable version of it on its website. Among the enhancements to the web-based version of the Guide made recently were a map search capability and a distance from zip code indicator. The Guide has also been improved to include website links to campus crime data, California College Explorer (www.CaliforniaColleges.edu), accrediting agencies, and the Commission's Transfer Pathways data.

<http://www.cpec.ca.gov>

Approval of New Campuses

The Commission reviews and approves new campuses and off-campus centers of California's public colleges and universities. Proposals approved by the Commission include:

Review of a Proposal to Convert the Woodland Educational Center to a Full-Service Community College. The Commission concurred with the California Community College Board of Governors to convert the Woodland Educational Center to a full-service campus. The Commission specifically concluded that:

- Significant population growth is occurring in Yolo County and adjacent areas.
- Additional courses and programs are needed to effectively serve the area.

<http://www.cpec.ca.gov/completereports/2005Reports/05-12.pdf>

Review of a Proposal to Establish the North Natomas Educational Center. The Commission concurred with a proposal of the California Community College Board of Governors to establish an educational center in the North Natomas area of Sacramento. The Commission specifically concludes that:

- ♦ Enrollments within the Los Rios Community College District are expected to increase at an annual average rate of 4.2%, well above the 3.0% enrollment growth funding level provided to the community college system in the Governor's 2005-06 budget.
- ♦ Four additional educational centers may be necessary to fully meet student demand over the next 11 years.

<http://www.cpec.ca.gov/completereports/2005Reports/05-10.pdf>

Commission Review of a Proposal by the Santa Clarita Community College District to Establish the Canyon Country Educational Center. The Commission concurred with a proposal of the California Community College Board of Governors to establish a state-approved education center in the City of Santa Clarita as a permanent off-campus center of the College of the Canyons. The Commission concluded that:

- ♦ Enrollments at the College of the Canyons were projected to nearly double, from 15,053 in Fall 2003 to 29,314 in year 2015;
- ♦ The projected annual enrollment growth rate ranked at the top among community college districts; and
- ♦ Proposed educational offerings at the Center will address the area's educational needs.

<http://www.cpec.ca.gov/completereports/2004Reports/04-19.pdf>

Commission Review of a Proposal by the Chaffey Community College District to Establish an Educational Center in the City of Chino. The Commission concurred with the California Community College Board of Governors that an educational center should be established in Chino. The Commission specifically concluded that:

- ♦ Enrollments from the Chino Valley will almost triple over the next 12 years;
- ♦ Capacity at the existing outreach center in downtown Chino cannot accommodate the anticipated enrollment demand; and that
- ♦ The proposed educational offerings will address the area's educational needs.

<http://www.cpec.ca.gov/completereports/2004Reports/04-12.pdf>

Commission Review of a Proposal by Riverside Community College District to Convert the Norco Educational Center to College Status. This report reviewed a proposal by the Riverside Community College District and the California Community College Chancellor's Office to convert the Norco Educational Center to college status. The center is situated in the western section of Riverside County on 144 acres of land that had been occupied by the U.S. Navy until it was donated by the federal government in 1984 to the Riverside Community College District.

<http://www.cpec.ca.gov/completereports/2004Reports/04-02.pdf>

Commission Review of a Proposal by Riverside Community College District to Convert the Moreno Valley Educational Center to a Full-Service Community College Campus. This report reviewed the proposal by the Riverside Community College District to convert its Moreno Valley Educational Center to college status. This new college will be known as the Moreno Valley Community College and will serve the fast growing and ethnically diverse communities of eastern Riverside County.

<http://www.cpec.ca.gov/completereports/2004Reports/04-01.pdf>

Review of New Academic Programs

The Commission reviews new academic and occupational programs to ensure that the educational needs of California's students are being met and that resources are being utilized effectively. California's public welfare, economy, and labor markets benefit greatly by the quality and breadth of degree and certificate programs provided by the state's public colleges and universities.

Commission Review of New Academic and Vocational Programs Proposed by the Public Higher Education Systems, 2004-2005. This report summarized the results of program reviews since January 2004 and included a section on evaluation models for joint doctoral degree programs.

<http://www.cpec.ca.gov/completereports/2005Reports/05-07.pdf>

Commission Review of New Academic Programs Proposed by the Public Higher Education Systems, 2002-2004. This report summarized the results of approximately 100 independent program reviews conducted between 2002 and 2004. The long-range academic plans of the systems were also examined.

<http://www.cpec.ca.gov/completereports/2004Reports/04-08.pdf>

The Commission's Program Review Responsibilities in Senate Bill 724. This paper outlined the Commission's program review responsibilities called for in Senate Bill 724 (Scott). It also summarized the Commission's existing responsibilities in the area of new program review. Senate Bill 724 would permit the California State University (CSU) to independently award the Doctor of Education Degree (Ed.D.) and included language clarifying that the Commission's existing role in reviewing proposed new programs would not change.

<http://www.cpec.ca.gov/completereports/2005Reports/WP05-01.pdf>

Legislative Accomplishments/Activities	<i>The Commission's involvement in legislative efforts on higher education issues in California is continuous and on-going in the form of daily contact with legislators, their staffs, and committees in commenting, offering legislative language, providing background information and data to inform public debate, testifying, and taking formal positions on bills each legislative session.</i>
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Commission staff continues to support and work with legislators and staff on AB 196 (Liu), which would establish an accountability framework for higher education in California. This bill is the Commission's highest legislative priority and has the potential for providing policy makers with the information needed to measure progress towards a defined set of goals for higher education in California.

The Commission also sponsored ACR 34. This Assembly resolution was based on CPEC policy recommendations regarding space utilization at higher education facilities. Although the space utilization provisions were removed from the bill, CPEC will continue to work with the segments and legislators to encourage the use of facilities standards that reflect the reality of higher education in the 21st century.

Commission Website	<i>The Commission's website has increasingly served as an effective means of disseminating information about the Commission and about higher education in general. During the past year, the Commission saw a substantial increase in the number of "hits" to the website.</i>
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With over 2,000,000 hits annually, the Commission's website plays an integral role in communication with individuals interested in postsecondary education in California. The website provides an easy means for the public to ask questions about postsecondary education in the state. In addition, over the past year, Commission staff responded to more than 5,000 specialized requests for information. Legislative staff, the press, students, parents, other governmental agencies, and education research staff regularly query the website.

The Commission has added a number of new features to the website including the following: an accountability data system, full-year transfer information, and improvements to the on-line data system and College Guide.

<http://www.cpec.ca.gov>

Improving Teacher Quality Teacher Development State Grant Program
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The federal Improving Teacher Quality state grants program -- administered by the Commission for 20 years -- continues to play a leadership role in supporting teacher professional development in California. In 2005, the Commission produced a new publication that explains its history, whom it serves, and how it operates. The 8-page document presented text and pictures to tell the story of the program's impact across California and helps potential applicants understand its goals and objectives. In addition to being shared with the State Legislature, this document was provided to all institutions of higher education and local educational agencies throughout California.

The Improving Teacher Quality program funds partnerships of institutions of higher education and local educational agencies to operate projects that expand the pool of credentialed and qualified teachers in the core subject areas.

The Commission's most recent competition, begun in May 2005, focuses on improving academic literacy in high schools. About 40 partnerships indicated their intent to apply for these grants, and eight grants were awarded in October 2005. In addition, the Commission continues to administer more than 20 grants from prior competitions that offer teacher professional development in locations from Eureka to San Diego. Another five projects conduct scientifically based research on professional development activities. Overall, these projects involve more than 6,000 current and prospective teachers, and directly or indirectly benefit an estimated 300,000 students in elementary and high schools.

Since the program's inception, the Commission has awarded \$75 million dollars in federal funds to some 200 colleges, universities, and local education agencies to operate projects.

<http://www.cpec.ca.gov/FederalPrograms/TeacherQuality.asp>

Improving Teacher Quality (ITQ) Program Application Process and Grant Awards. This update addressed the status of the current grant competition for the federally funded Improving Teacher Quality (ITQ) State Grants Program. It described the characteristics of the eight successful grant proposals and the distinctions that set them apart from traditional professional development.

<http://www.cpec.ca.gov/completereports/2005Reports/05-11.pdf>

Status of Improving Teacher Quality State Grants: Title II, Part A, No Child Left Behind. This report presented information about the Commission's administration of the federal Eisenhower and Improving Teacher Quality (ITQ) programs. Over 40 projects currently receive grants to carry out subject matter content and pedagogic skills training for prospective, new, and veteran K-12 California teachers.

<http://www.cpec.ca.gov/completereports/2004Reports/04-10.pdf>

